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ABSTRACT

This manual provides a basic guide to wage and salary administration at smaller institutions of higher education--institutions with 400 or fewer full-time nonacademic employees and a relatively uncomplicated administrative organization. Emphasis is placed on definitions and benefits of the process, assigning responsibility and authority, deciding which jobs are to be evaluated, determining the evaluation approach, establishing compensation policy, and assuring program maintenance and review. Appendices include a government bulletin on equal pay, a job classification plan, job description questionnaire form, sample of a description of duties, summary of grade levels and pay scales at a sample institution, sample class specifications, definitions of terms, and a bibliography. (MJM)

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WAGE AND SALARY ADMINISTRATION FOR SMALLER INSTITUTIONS OF HIGHER EDUCATION

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A Basic Guide to Management Practice

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NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY BUSINESS OFFICERS
Washington, D. C. * 1974

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WAGE AND SALARY ADMINISTRATION FOR SMALLER INSTITUTIONS OF HIGHER EDUCATION

A Basic Guide to Management Practice

THIS MANUAL is experimental in form and scope, prepared for testing at the smaller institutions to which it is addressed and for use as an instructional handbook at workshops planned for 1974-1975. Suggestions for modification or refinement will be welcomed by NACUBO and will be incorporated, as appropriate, in preparation of a revised edition in 1976.

NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY BUSINESS OFFICERS
Washington, D. C. * 1974

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FOREWORD

This manual has been prepared in the hope that it will meet the need of smaller academic institutions for a basic guide to wage and salary administration. The idea for its preparation came originally from NACUBO's Committee on Programs for Small Colleges, and the concept subsequently was refined in a large number of committee and interassociation consultations, in an effort to discover what kind of guidelines and exhibits might be most suitable and helpful. This publication is the result.

The "smaller institution" visualized herein is the institution (two-year or four-year) with 400 or fewer full-time non-academic employees and a relatively uncomplicated administrative organization, and this manual is intended primarily for wage and salary administration for employees who are not exempt from the overtime provisions of the Fair Labor Standards Act. But that is for visualization only. The guidelines will have proved their value if they are found useful by any institution seeking to develop a wage and salary administration program that is straightforward and simple in design and responsive to sound management principle.

NACUBO is pleased to publish this manual, assuming full responsibility for form and content. As has been suggested, however, the manual is the product of a wide combination of contributions, for all of which NACUBO is grateful. To the continuing interest of the Small Colleges Committee, under the chairmanship of A. Dean Buchanan, of California Lutheran College, was added that of the Personnel Committee, headed by Carl Kasten, of Drake University. The whole effort benefited throughout from counsel provided by and through the College and University Personnel Association with the encouragement of CUPA's president, John M. Outler III, of Emory University, and CUPA's executive director, Frank Mensel. All of these interests came into focus through the work, as primary author, of Leonard Harper, personnel director of the University of Oklahoma and chairman of the Education Committee of CUPA. It was Mr. Harper who put in draft form the original text that others reviewed. Mr. Harper brought to his assignment a perception of the need, a wide experience, and an enthusiasm for the project as a contribution to college management. He has the thanks of all. Dean Kelsey, Vice President—Business, Albright College, was the person most directly responsible for seeing this project to fruition. He has NACUBO's gratitude for his foresight and perseverance.

It is realized that revision or expansion of this publication may be indicated in the future, not only to keep pace with changes in the field but to respond to institutional needs. It is hoped, meantime, that this manual will indeed prove practical and useful and that it will become a starting point for development of additional guidelines of broader application.

MAY 1974

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A wage and salary administration plan is an orderly grouping and ranking of jobs based upon analysis of the job content and the place of each job in the organization. Compensation, including starting pay and progression to a job maximum, is then assigned with similar logic.

It has been said of this process that its goal is to provide each employee a salary that is internally equitable and externally competitive. A new objective is to make the institution externally creditable, since government requirements for equal employment opportunity can hardly be met without the documentation provided by a formalized wage and salary administration plan.

Accordingly, every small institution should seriously consider the implementation of a wage and salary administration program. The benefits to be gained become convincing when one considers that such a program:

1. Provides internal equity and supports the development of positive employee attitudes with respect to administrative fair play.
2. Provides a basis for comparing campus jobs with similar ones in the surrounding labor market, so it may be easily determined what rates are fully competitive.
3. Assists in satisfying requirements of law and regulations having to do with equal pay and affirmative action.
4. Aids in recruiting employees by providing information on earnings potential and by describing a career ladder for personal improvement and advancement.
5. Gives administrators an objective rationale for compensation decisions.
6. Aids effective utilization and management of personnel resources.

Wage and salary administration programs may vary in complexity. The program adopted by a particular institution should be one emphasizing maximum simplicity within the context of its own needs, providing, in its approach to job compensation, a system that is easy and economical to implement and maintain.

The objectives of this handbook are to present the essentials of a good program and then to offer to smaller institutions the actual procedures for implementing a simple version which could be put into effect with minimum further study. Many options and refinements will be passed over in favor of placing emphasis upon a single plan with immediate application possibilities.

A number of specific steps should be taken in constructing a program. These include:

1. Assigning responsibility and authority for wage and salary administration.
2. Deciding which jobs are to be included in the program.
3. Determining an approach to use in building the program.
4. Establishing compensation policy.
5. Assuring program maintenance and review.

It will be helpful to discuss these steps one by one.

ASSIGNING RESPONSIBILITY AND AUTHORITY

The chief executive officer of an institution should make clear the assignment of responsibility for non-academic personnel matters including wage and salary administration. Since in most small institutions these responsibilities rest with the chief business officer, this handbook is addressed specifically to business officers.*

*As in so many other aspects of administration, the leadership role of the president is vital. If he or she is not concerned about having good personnel administration, the business officer can expect only slow progress, especially in those areas not under his own supervision.

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DECIDING WHICH JOBS ARE TO BE EVALUATED

Before job descriptions are collected, it is important to settle the basic question of which kinds of jobs are to be included in the wage and salary plan.

Generally speaking, non-teaching jobs can be grouped into broad job types such as administrative, professional, technical, office and clerical; and maintenance and operations. To the greatest extent possible, all of these job families should be included in the wage and salary structure.

Since the development of a complete program takes time, it may be necessary to give attention to jobs on a priority basis. In developing the priorities, it may be considered desirable to give attention first to those jobs representing the largest numbers of positions or the largest expenditures of money.*

It is advisable also to consider where in the range of jobs the greatest benefit can be realized in alleviating problems of turnover, recruitment, and work force efficiency. In light of these factors, jobs typically filled by students and temporary or part-time employees may be given last attention. Top administrative positions are often left out of the formal structure entirely.

The principles discussed in the following pages should be applicable to all non-teaching jobs. For the sake of simplicity, however, the text of this handbook has been directed mainly toward the non-administrative, non-professional jobs which are commonly given the group description of "non-exempt," meaning that the jobs are covered by the overtime provisions of the wage and hour laws. For an inclusive term covering secretaries and clerks, technicians, mechanics, gardeners and waitresses, "supportive operating staff" seems to be a good suggestion.

DETERMINING AN APPROACH TO USE

While many variations are used, methods of wage and salary administration generally are of four kinds. They include:

a. Job ranking.
b. Classification.
c. Point system.
d. Factor comparison analysis.

The first two of these will prove useful and practical for small institutions. The latter two represent approaches which are usually too complicated and too lacking in commensurate benefit to be applied in small institutions without outside technical assistance. It is better to follow the rule of parsimony in this instance and seek the approach which is maximally simplistic yet adequate for providing institutions the several benefits of a structured program. Below are the preferred methods for small colleges and universities (job ranking and classification) with brief descriptions of how to install them.

Job Ranking Method

1. Arrange all jobs by title in order of increasing value to the institution. Ranking is done with the help of department heads and supervisors working with a person designated as the ranking coordinator.
   a. Gather and read individual job descriptions.
   b. Rank the jobs based on the understanding gained from the job descriptions as to:
      (1) Responsibility for items of value and/or for consequences of performance.
      (2) Education and training required.
      (3) Skills and experience required.
      (4) Level of supervision required.
      (5) Level of supervision given others.
      (6) Working conditions, physical effort.
      (7) Contacts with students and public.
2. Establish pay rates for each job title.
   a. Reflect a rate of pay for each job title representing the rate around which you wish individual rates for the job to cluster. While there should be room for exceptions, it is best to discourage wide variations from the clustering effect. When it appears desirable to vary widely, consider a different placement in the ranking scheme.
   b. An example of a condensed table of pay rates is on page 3.
   c. The rates of pay reflected in the table result from judgments of relative worth to the institution as well as awareness of competitive rates in the labor market from which employees are drawn.**

*Some institutions might find it advisable to give priority to groups of jobs in which men and women do similar work. There may be vulnerability to prosecution under the Equal Pay Act of 1963 which requires that men and women performing equal work must receive equal pay. This has been held by the government and courts to mean – as one important example – that "cleaning is cleaning," and therefore pay differentials for janitors (male) and maids (female) have been found to be illegal in some institutions and public school systems. A good job description and classification might avoid such vulnerability.

**Making a local survey can be as easy as keeping in touch with local banks, public schools, and similar employers of clerical and service employees. Administrators should already be aware of where the institution fits in the neighborhood pay scales. Decisions to change internal compensation levels are usually based upon evidence that the external market is changing. This is most observable in the starting pay rates, of course.

XYZ INSTITUTION
Pay Plan
Effective July 1, 19__

Rank	*Classification*	*Hourly Rate*
1	Administrative Officer	Presumably
2	Department Head	"exempt"
3	Accountant, Computer Programmer	employees, omitted here
4	Electrician, Plumber	4.75
5	Administrative Assistant	4.25
6	Maintenance Person	3.75
7	Secretary	3.25
8	Guard	2.75
9	Clerk Typist	2.50
10	Janitor, Laborer	2.25

Classification Method

1. Gather, read and study job descriptions so that those describing similar jobs can be grouped together (same as for job ranking). See page 4 for development of format.
   a. Analyze the descriptions to identify similarities on the basis of details of the following factors:
      (1) Responsibility for items of value and/or for consequences of performance
      (2) Education and training required.
      (3) Skills and experience required.
      (4) Level of supervision required.
      (5) Level of supervision given others.
      (6) Working conditions, physical effort.
      (7) Contacts with students and public.
2. Write *class specifications* for each grouping of *job descriptions* sharing similar characteristics. (Examples of class specifications for several groups of jobs are given in Appendixes F and G.)
3. Survey jobs in the labor market for each classification using the class specifications as the basic tool for developing comparative data.
4. Arrange the classifications having similar rates of pay (based on any of the measurements of central tendency—i.e. mean, median or mode) into common pay groups for administrative purposes.
5. Develop a pay range plan to accommodate the pay groups developed through the survey and grouping procedure.
   a. Use only as many steps (ranges) as are needed to display the significant differentials in pay between one grouping of jobs having similar rates of pay and another. This is a matter of judgment, though arranging the survey data in scattergram form will help determine where significant separations in pay rates occur.
   b. Ranges between the minimum and maximum rates for unskilled jobs at the lower end of the scale should be from 5 to 10 percent; semi-skilled jobs should have about a 15 to 20 percent spread; skilled and technical positions, 25 to 30 percent; professional and administrative positions at the upper end of the scale, 35 to 45 percent.
   c. A typical range structure for a group of jobs below the professional level follows:

WAGE RANGE SCHEDULE
FOR FISCAL YEAR 1976-77*
HOURLY RATES*

Wage Grade	*Minimum*	*Midpoint*	*Maximum*
I	2.30	2.39	2.49
II	2.44	2.59	2.73
III	2.63	2.78	2.92
IV	2.78	2.97	3.16
V	2.97	3.26	3.56
VI	3.16	3.64	4.03
VII	3.60	3.98	4.36
VIII	4.03	4.45	4.87
IX	4.46	4.99	5.52
X	4.89	5.47	6.05

   d. For ease of administration, two kinds of listings of classifications should be developed. One listing shows the classifications falling into the same pay range. The other shows classifications in alphabetical order reflecting the appropriate pay rate information as well. Examples follow:

XYZ INSTITUTION
Pay Grades
Effective July 1, 19__

Pay Grade I 2.30—2.39—2.49
Clerk
Helper, Food Service
Janitor
Pay Grade II 2.44—2.59—2.73
Cashier
Checker, Food Service
Laborer
Pay Grade III 2.63—2.78—2.92
Clerk Typist
Foreman, Janitor
Operator, Keypunch
Pay Grade IV (etc.)

*Presumably the scheduled hourly rates would be moved upward uniformly whenever "cost of living," "average," or "across-the-board" increases were given, or when minimum wage legislation makes an increase mandatory. The differentials between minimum and maximum thus would reflect only merit and/or seniority. Differentials in the lower grades are narrow because it doesn't take long for a worker to become fully proficient for the job. Across-the-board pay increases have been so routine in recent years that "bumping the ceiling" has not been a general problem.

XYZ INSTITUTION
Pay Plan
Effective July 1, 19__

*Classification**	*Pay Grade*	*Minimum Rate*	*Midpoint*	*Maximum Rate*
Cashier	II	2.44	2.59	2.73
Checker, Food Service	II	2.44	2.59	2.73
Clerk	I	2.30	2.39	2.49
Clerk Typist	III	2.63	2.78	2.92
Foreman, Janitor	III	2.63	2.78	2.92
Helper, Food Service	I	2.30	2.39	2.49
Janitor	I	2.30	2.39	2.49
Laborer	II	2.44	2.59	2.73
Operator, Keypunch	III	2.63	2.78	2.92
etc.				

Developing a Job Description Format

A job description questionnaire should be as simple to use as possible. As a general rule it is used as a basic information-gathering document which, as often as not, will need supplementation by the personal observations of the study coordinator. (A simple questionnaire format is included in Appendix C.) Additional questions may be added to the form if desired, but, in any event, the following areas of information should be developed:

1. Present title of the job.
2. Organizational placement of the job, including the reporting structure (to whom the job holder reports and from whom he or she receives reports). An organizational chart often makes the placement clear.
3. A short summary of the primary functions of the job.
4. A listing, in sufficient detail to be understood by a person unfamiliar with the job, of the specific duties performed.
5. Specific tools, machines, equipment and materials used in tasks.
6. References to unusual conditions of work such as hazards, heavy travel, irregular hours, etc.
7. Education, training and experience required.
8. Skills, aptitudes and abilities required.

Individuals asked to complete job descriptions should be prepared thoroughly for the project, having been informed of such things as:

1. Purpose – the development of a system for paying employees competitively and fairly.
2. Security – no terminations or pay cuts as a result of the study.
3. Completeness of information – clarity, precision and completeness in order to attain maximum objectivity in the study.

Once completed by the incumbents of positions (and interviews made to flesh-out details as needed), job descriptions should be turned over to the immediate supervisor for review. The supervisor should make sure the information provided is accurate, clear, precise, and complete and usually should add information about job qualifications. The job descriptions should then be forwarded to the study coordinator for the institution, who should conduct a similar review before using them in developing a wage and salary plan. Jobs for which the descriptive information appears unclear should be reviewed with the supervisor and the person preparing the description.**

Conclusion of the Classification Method

It is, of course, a feature of this method that from study of job descriptions it is possible to proceed to fit them into class specifications, which have been pre-determined. Writing the class specifications is a relatively abstract process dealing with composites or common elements for two or more jobs. The essential ingredients are (1) classification or title; (2) a brief functional description; (3) a listing of representative duties (always ending with a reference to "performs related duties as assigned"); and (4) minimum qualifications.

Choice of words and emphasis is important for making it self-evident that one classification is deservedly higher or lower than another. For example, care should be taken to adequately describe the degree of supervision; the nature of inquiries handled (whether routine or complex); experience qualifications; contacts with public, etc.

It is impossible at this time to give definitive instructions about anti-discriminatory job requirements, testing, interviews and the like. Suffice it to say that

*When a pay plan is to be published and generally distributed, it is important to give information about it to employees and administrators alike. The value of the program should be emphasized with particular attention given to describing its benefits in providing for internal equity within classifications of employment as well as for external competitiveness. (See Appendix B)

**In the typical institution where worker relationships have been close but jobs have developed somewhat haphazardly, the opportunity for a worker to spell out for a supervisor all of his or her duties will probably be very rewarding to both.

every business office should be alert to the developing legal requirements.*

(Sample class specifications will be found in Appendixes F and G.)

It should not be presumed that all jobs will be neatly in order upon completion of these steps. More likely than not, some jobs or pay rates will appear to be lower than this analysis justifies, and some will be too high. (This shows a program was needed!) Discrepancies requiring upward adjustments in the classification and pay of certain individuals can be corrected over some appropriate span of time, if not all at once. Downward adjustments are difficult but may be accomplished by holding down future pay increases until the catch-up occurs. They also may be deliberately carried along as exceptions, an appropriate procedure for employees with considerable seniority. Some employers allow a super-seniority extension in pay ranges on a selected basis to take care of the loyal old-timers.

Choosing between the job ranking or classification method is as much a matter of preference and available time as anything else. The job ranking method can be more quickly implemented but also is more subjectively oriented than the classification approach. Conversely, the classification method takes longer to implement but is more objective, and the development of a wage and salary plan is based on better factual data for relating to market counterparts and their competitive rates of pay. The writers of this handbook have chosen arbitrarily to advocate the use of the classification method for smaller institutions, hence the relatively more detailed treatment of this method above and the selection of sample forms and examples in the appendix. However, it is desirable to round out discussion of the topic by proceeding to a brief description of the point system and factor comparison analysis which, as previously stated, are more complex if more effective among larger numbers and greater varieties of jobs.

Point System and Factor Comparison Analysis

Both of these methods provide means by which factors upon which compensation is based are converted to numerical values which, in turn, are converted to monetary values for use in constructing a wage and salary structure. They are fairly sophisticated approaches and are used most successfully in large organizations needing efficient analytical tools for building good internal job relationships where the absence of comprehensive wage and salary survey data would make it difficult otherwise.

The point system assigns point values to a set of predetermined criteria in order to determine the jobs' relative worth to the institution. A decision is first made as to what the institution is to pay for—e.g., education, experience, skills, physical effort, responsibility, and working conditions. These criteria are then broken down into component parts. For example, responsibility may be broken down into responsibility for cash; for assuring the welfare of others; for doing work independent of supervision; for handling equipment and materials; for handling confidential information; for supervising the work of others, and so on. The component parts are further broken down into specific items. As an example, the responsibility for supervising the work of others can be broken down so that a small number of points are given for supervising one or two people; more points are given for supervising three to five people; and so on through various work groups of increasing sizes.

Factor comparison analysis is based upon the selection of a number of benchmark jobs considered properly paid. The pay rate for each benchmark job is then broken down so that parts of it are distributed among a set of compensable factors. The compensable factors are generally thought of as mental requirements, physical requirements, skill requirements, responsibility and working conditions. Once the benchmark jobs are factored in this manner, all other jobs in the institution are factored using the benchmark jobs as the points of reference in deciding how great a value to give each of the compensable factors in the other jobs.

Those institutions considering the point system and factor comparison analysis methods should employ a person technically proficient in these techniques before attempting to use them.

ESTABLISHING COMPENSATION POLICY

A number of questions must be addressed regarding the manner in which the plan is to be applied after it is developed:

1. What intervals of time will be used in making wage and salary adjustments, e.g., once each year, at the end of the probationary period and

*Instead of "high school graduate" as a requirement use "high school graduate or equivalent." Quantitative factors should be used where possible, such as typing speed 50 words per minute, shorthand 70 words per minute (and such requirements should not appear to unreasonably eliminate all graduates of a nearby high school). Any tests utilized should not, of course, contain built-in discriminatory obstacles to applicants from minority groups.

periodically thereafter, on anniversary dates of employment, and so on?

2. What proportion of funds available for increases within established ranges will be used respectively for cost-of-living adjustments, raising minimum rates in the plan, length of service, or merit?*
3. What criteria are to be used in determining merit increases among such choices as quantity of work, quality of work, ability to work with others, dependability, improvement in performance since the last review, outstanding contributions to the institution, and the like? Should a formal employee evaluation plan be installed?
4. What system of appealing wage and salary decisions is to be provided, including the level at which decisions are usually made and the highest level at which appeals may be directed? Should a grievance procedure be established and to whom should it apply?

These questions need to be answered while keeping in mind the joint objectives of: (1) applying the institution's funds in the most effective way possible and only to the extent necessary to maintain a productive work force; (2) meeting labor market competitive requirements; and (3) using the pay plan as an effective motivational tool through judicious rewards to achieve work improvements.

ASSURING PROGRAM MAINTENANCE AND REVIEW

There is little point in developing a plan for wage and salary administration unless an institution is willing to commit the funds necessary for maintaining and reviewing it. This entails sufficient human and material resources to: (1) conduct job reviews whenever significant changes in duties are reported; (2) conduct annual and special interim wage and salary surveys; and (3) update the wage and salary plan on the basis of careful review and analysis of factual data gathered. In many small institutions these procedures may become a part-time assignment to an administrative unit having other responsibilities. If this is done (rather than employing a full-time staff for maintenance and review), care should be taken not to overload the designated administrator, so that he or she can devote adequate time, energy and attention to wage and salary administration as a principal and high-priority assignment.

The use of consultants is often advocated as the most efficient way to properly install wage and salary administration programs. This, too, can be wasteful, unless the institution is committed to maintaining the program after the consulting firm turns it over.

It is the opinion of the developers of this handbook that most business officers know that there are all kinds of help "out there" for setting up programs, but that frequently such help is disproportionately expensive or time-consuming. This material is designed to help the institution do a simple but effective job independently. Beyond this, seminars offered periodically by the National Association of College and University Business Officers, the College and University Personnel Association, and other organizations are helpful in giving inexperienced wage and salary administrators useful information about how to fulfill their new responsibilities in this area.

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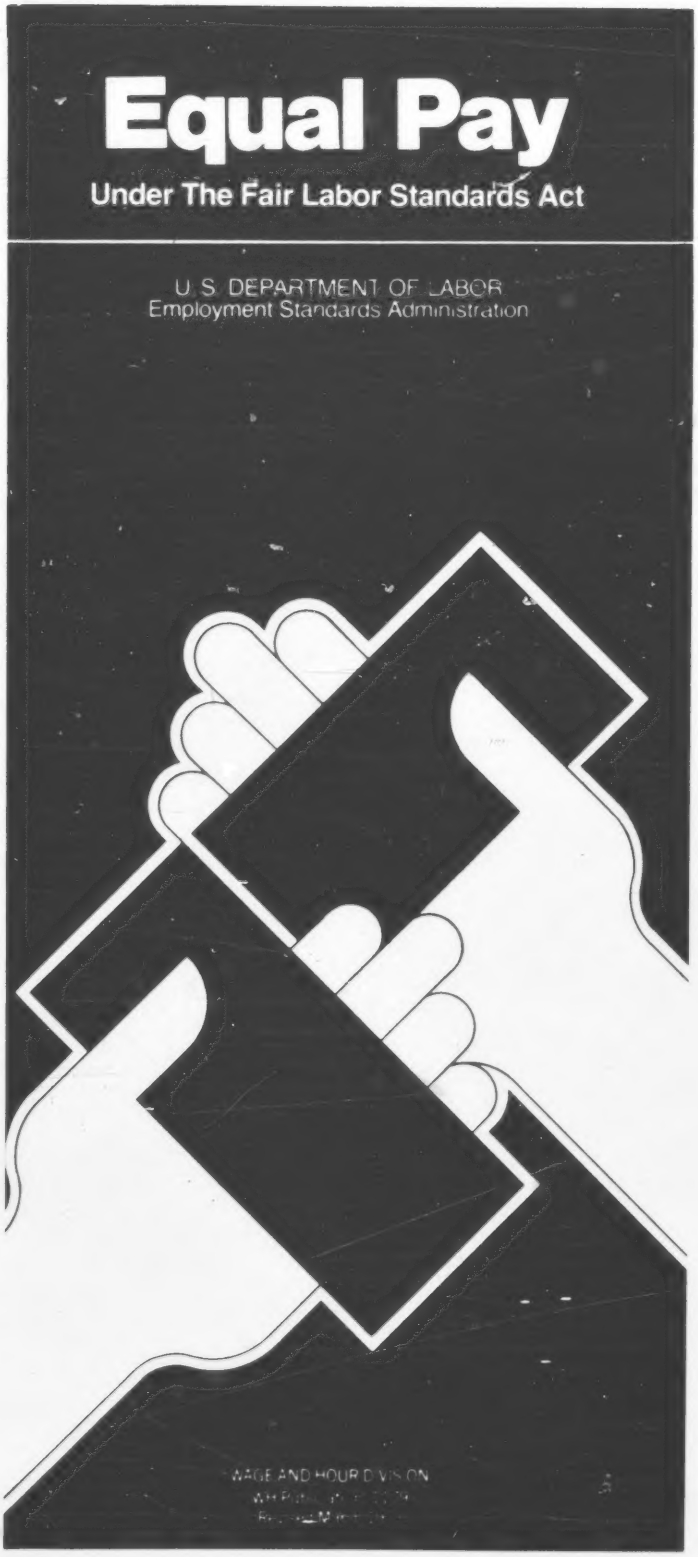
*"Cost-of-living" is a popular phrase and an easy way of describing the intention of giving all employees a percentage increase, with or without further merit measurement. It is risky, however, to allow this expression to work its way so far into the compensation system that it arouses employee expectations and creates an unintended commitment to an automatic pay escalation unrelated to the institution's ability to pay or to compensation policies.

APPENDIX A

Government Bulletin on Equal Pay

Reproduced herewith is the text of a U. S. Department of Labor pamphlet describing the principal provisions of the Fair Labor Standards Amendments of 1963 (Equal Pay Act). This publication is based on the provisions of the Fair Labor Standards Act before its amendment by Public Law 92-318, effective July 1, 1972, which extends equal pay protection to executive, administrative, and professional employees and outside salesmen and brings preschool facilities under coverage of the Act. Ref: U. S. Department of Labor, Wage and Hour Division, Equal Pay Under the Fair Labor Standards Act *(WH Publication 1179, Revised March 1973).*



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INTRODUCTION

The Equal Pay Act of 1963 amended the Fair Labor Standards Act to require that men and women performing equal work must receive equal pay. This pamphlet outlines the types of jobs to which the equal pay provisions apply, what is meant by "equal pay" and "equal work," and what action can be taken by any person who has a question regarding the applicability of the equal pay standard.

JOBS COVERED BY THE EQUAL PAY STANDARD

The Equal Pay Act applies to employees working in establishments subject to section 6 of the Fair Labor Standards Act.[1] The Equal Pay Act applies generally to employees who are engaged in interstate commerce or in the production of goods for interstate commerce, and to other employees in certain enterprises so engaged.

These include, for example, most employees who work in manufacturing, processing, and distributing establishments; in the telephone, telegraph, radio, television, and transportation industries; in banks, insurance companies, and advertising agencies; in laundries and dry cleaning establishments; most hospitals and nursing homes; and most schools (both public and private); in the larger hotels, motels, restaurants; and other retail and service establishments.

Effective July 1, 1972, the Equal Pay Act also applies, as provided by the Education Amendments of 1972, to executive, administrative, professional and outside sales employees. These employees, however, are still exempt from other provisions of section 6.

Exemptions

Some employees who would otherwise be entitled to the benefits of the Fair Labor Standards Act are excluded by specific provisions.

Example.—Employees of local, State, or Federal Government agencies (except in hospital, nursing home, and school operations by State or political subdivisions) and employees of certain small retail or service establishments.

[1] Section 6 contains the Act's minimum wage and equal pay provisions.

Equal pay standard

The equal pay standard provides that employers may not pay employees of one sex wages at rates lower than they pay employees of the opposite sex, employed in the same establishment, for equal work on jobs requiring substantially equal skill, effort, and responsibility which are performed under similar working conditions.

The standard applies when employees of both sexes are performing substantially equal work in the same establishment. Employees need not be working concurrently to be compared. The equal pay standard is also applicable, for example, when women are employed to do substantially the same work formerly performed by men.

Application of the equal pay standard is not dependent on job classifications or titles, but rather on actual job requirements and performance. Minor or inconsequential differences in job content will not render the equal pay standard inapplicable. *Jobs need only be substantially equal for purposes of comparison under the Equal Pay Act.*

Example.—The equal pay standard applies to men and women bank tellers required to perform substantially the same work, even though some of the men may be asked to perform such incidental tasks as lifting large boxes of supplies or infrequently acting as a public relations representative for the bank.

Saleswork of a similar nature may be equal, for the purposes of the Equal Pay Act, even if performed by salesclerks in different departments of a retail store.

The Equal Pay Act does not prohibit differences in wages paid to men and women employed in substantially different jobs.

The Equal Pay Act does prohibit:

- An employer from reducing the wage rate of an employee to eliminate a prohibited wage differential.

- A labor organization from causing or attempting to cause an employer to discriminate against an employee in violation of the Equal Pay Act.

What is meant by wages?

Wages means, generally, *all payments* made to an employee or on his behalf for his employment. Wages can be calculated a number of ways, including by time, piece, job, or incentive.

Example.—Overtime compensation, sick pay, holiday pay, and vacation pay are payments for employment, and are included as wages. Also payments made by an employer to provide pension benefits, hospital or health insurance benefits are payments for employment under the Act.

What is meant by "the same establishment"?

Employees working in separate buildings of an integrated plant complex may be in "the same establishment." Factors to be considered are whether there is any physical connection between the buildings, whether the buildings are close, whether the employees are covered by a single collective bargaining agreement, and whether there is an interchange of employees between buildings.

Equality of jobs is determined by applying four tests

The Equal Pay Act applies only to employees engaged in substantially equal work on jobs the performance of which requires *equal skill, effort, and responsibility, and which are performed under similar working conditions.* All four tests must be met in order for the equal pay standard to apply.

In applying these tests, the broad remedial purposes of the equal pay standard must be considered. Thus, minor differences in the degree of skill, or effort, or responsibility would not make the Equal Pay Act inapplicable.

The first test—"equal skill"

Skill includes such factors as experience, training, education, and ability. Skill has to do with the performance requirements of the jobs under consideration, and not with skills which employees may possess but which are not needed to perform the jobs.

Example.—In the pressroom of a ceramics factory, male employees operate an extrusion press which requires only one operator and which produces larger items than the extrusion presses

operated by female employees working in pairs. That the machines differ in method of operation, and that the parts turned out on them are different, would not, in itself, result in a conclusion that unequal skill was used to operate the two machines.

The second test—"equal effort"

Effort deals with the measurement of the physical or mental exertion needed for performance of a job.

Two jobs may require equal effort even though the effort may be exerted in different ways.

Example.—A male checker in a supermarket may spend part of his time stocking shelves, wheeling loaded carts of groceries to the platform in front of the store, and doing minor infrequent maintenance tasks, while a female checker spends part of her time rearranging small items on shelves and cleaning her work area. Such differences in kind of effort would not justify a difference in wage rates.

Also, the occasional or sporadic performance of an activity which may require extra physical or mental exertion is not alone sufficient to justify a finding of unequal effort.

Example.—On the assembly line in a glass factory, men and women work side by side doing substantially equal work. Occasionally the men are called on to handle material; to stock, store, and move things; and to do minor equipment repair and maintenance work. A wage differential would not be justified by this intermittent extra physical exertion.

Mental as well as physical effort is to be considered. When women employees continue doing tedious, repetitive tasks on the job while men are taken off occasionally to perform other tasks, the mental fatigue of the women may be greater than the physical fatigue of the men.

The third test—"equal responsibility"

Responsibility deals with the extent to which an employer depends on the employee to perform his job as expected, with emphasis on the importance of the job obligation. If jobs are otherwise equal, a minor or insignificant difference in the responsibility exercised by the employees does not justify a finding of inequality.

Example.—In a group of office employees performing jobs essentially alike, a man and woman are responsible for preparing the payroll. The man is assigned the job of checking time cards and compiling the payroll list. The woman is required to divide up cash and put the proper amounts into pay envelopes after drawing a payroll check. Although some of the employees' duties are occasionally dissimilar, the difference in the responsibility is insignificant.

The fourth test—"similar working conditions"

Generally, employees performing jobs in an establishment that require equal skill, effort, and responsibility are likely to be performing them under similar working conditions. Slight or inconsequential dissimilarities or that the jobs are in different departments does not establish dissimilarity of working conditions.

Example.—In a chemical plant where women inspectors work the day shift and men inspectors perform equal work on the night shift, working conditions are not dissimilar enough to warrant a higher base rate of pay for the night shift employees, which is in addition to a plant-wide shift differential.

EXCEPTIONS TO THE EQUAL PAY STANDARD

There may be reasons other than sex for paying different wages to employees performing equal work. Such differences in pay, which are in fact shown to be based on some factor other than sex, are not prohibited by the Equal Pay Act.

The law does not prohibit differences in pay based on a seniority or merit system or a system established by the employer for measuring productivity.

Any system of payments based on an exception to the equal pay standard must be applied equally to employees of both sexes. Thus, when applied without distinction to employees of both sexes, shift differentials, incentive payments, production bonuses, performance and longevity raises and

similar things will not result in violations of the Equal Pay Act.

The following examples illustrate the exception provisions to certain pay plans and practices:

- *Part-time employees.*—Under the Equal Pay Act, an employer may justify paying a lower wage to part-time employees (generally, one working 20 hours a week or less) than to full-time employees performing equal work if the difference in working time is the basis for the pay differential, and if the pay practice is applied uniformly to men and women.

- *Training programs.*—It is not a violation of the equal pay requirements when employees enrolled in a training program, in furtherance of their training, are temporarily performing equal work at unequal wage rates with non-trainees of the opposite sex, provided the training program is bona fide and the rate paid to the employee in training status is paid regardless of sex.*

Example.—In a bank men tellers are paid higher than women tellers merely because, traditionally, only men have been considered eligible for promotion to executive positions. This practice constitutes sex discrimination and is a violation of the Equal Pay Act.

THE EQUAL PAY STANDARD AND STATE LAW

No provision of the Fair Labor Standards Act justifies noncompliance with State or local laws establishing higher standards; nor does compliance with State or local laws excuse noncompliance with the Fair Labor Standards Act.

Example.—A State law relating to the employment of women gives a minimum wage higher than that required under the Fair Labor Standards Act. When the employer pays the higher State minimum wage to female employees as required by the State law, the higher rate must also be paid to male employees engaged in equal work or a violation of the equal pay provisions will result.

State or local laws regulating hours of work, weight-lifting, rest periods, and other conditions of employment for employees of only one sex will not make otherwise equal work unequal or will not justify an otherwise prohibited differential in wage rates.

RECORDS

Employers subject to any of the provisions of the Fair Labor Standards Act have always been required to keep records on wages, hours, and other items listed in regulations issued under authority of the Secretary of Labor. No particular order or form of records is prescribed.

ADMINISTRATION

The Wage and Hour Division administers the Fair Labor Standards Act, including the equal pay provisions. Authorized representatives of the Wage and Hour Division may enter establishments, inspect records, interview employees, and investigate any facts necessary to determine whether any provision of the law has been violated. They advise employers of any change which will aid in achieving and maintaining compliance with the law.

Names of complainants, records, and other information obtained from employees and employers are treated confidentially.

Wages withheld in violation of the equal pay provisions have the status of unpaid minimum wages or unpaid overtime compensation under the Fair Labor Standards Act. The following methods are provided for recovery of unpaid wages:

- The Division's Administrator may supervise payment of back wages and, in certain circumstances, the Secretary of Labor may bring suit for back pay upon the written request of the employee.

- The employee may sue for back pay and an additional sum, up to the amount of back pay, as liquidated damages, plus attorney's fees and court costs.

* A training program is not bona fide unless it is open to both sexes, unless it has a definitive form and content (in writing or otherwise), has a more or less fixed beginning point, has a specified activity or regimen (including study and practical on-the-job training), has a reasonable progression from simple tasks and operations to more difficult and complicated procedures, and has an ascertainable termination point.

- The Secretary may also obtain a court injunction to restrain an employer from violating the law, including the unlawful withholding of proper compensation.

The employee may not bring suit if he has been paid back wages under supervision of the Administrator, or if the Secretary has filed suit to collect the wages.

A 2-year statute of limitations applies to the recovery of unpaid wages, except in the case of willful violations, for which there is a 3-year statute of limitations.

An employer is prohibited by law from discharging or otherwise discriminating against any employee for filing a complaint or participating in a court proceeding against him.

FOR FURTHER INFORMATION

Whether any employee comes under the Equal Pay Act, and whether he or she is entitled to wages equal to those paid to another employee, depend on the facts in each case. You can obtain information about the application of the law by contacting the Wage and Hour Division's nearest office. Give information on the kind of firm and what it does, with whom it does business, the jobs involved, the method of pay, and any other details you think will help in replying to your question.

Addresses are listed in the United States Government section of most telephone directories under:

U.S. DEPARTMENT OF LABOR
WAGE AND HOUR DIVISION

If not listed, write: U.S. Department of Labor, Wage and Hour Division, Washington, D.C. 20210.

The following is a partial list of publications which are available without cost to the public from any of the offices of the Wage and Hour Division.

To request any of the following publications simply *encircle* the number opposite the publication title, print your name and address, detach this sheet, and mail it to your nearest Wage and Hour office. Personal or telephone requests may also be made.

1. The Fair Labor Standards Act, as amended.
2. Handy Reference Guide to the Fair Labor Standards Act.
3. Records, Part 516.
4. Equal Pay for Equal Work, Part 800.
5. Executive, Administrative, Professional, and Outside Salesman Exemption, Part 541.
6. General Coverage, Part 776.
7. Retailers of Goods or Services, Part 779.

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APPENDIX B

The Job Classification Plan

Taken from an employee handbook, this job classification plan describes with simplicity and dignity everything the employee should know about the classification process. It is also by implication a good preparation for later evaluations.

THE JOB CLASSIFICATION PLAN

The job you hold has been studied with the following things in mind:

1. What you do.
2. How much responsibility you have.
3. The kind and amount of instruction you are given.
4. How much of your work is reviewed.
5. What you must know to do your job.
6. Decisions you have to make.

After your job was studied it was placed in a class with all other jobs similar to it. Everyone in the same class shares the same class title. For example, a Clerk-Typist working in the Registrar's Office does the same kinds of tasks and has the same general amount of responsibility as a Clerk-Typist in the Accounting Office. A building custodian in one building does generally the same kind of work as a custodian in any other building.

If, after you have been working for a while, the duties and responsibilities of your job change, so that you are actually doing a job different from what you did before, your supervisor should so inform the business manager. Your job will then be restudied to determine whether or not it is assigned to the correct class.

APPENDIX C

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Job Description Questionnaire Form

This sample form is prepared in simple and direct language, the object to encourage the employee to describe his duties in his own terms. In preparing a questionnaire avoid forms that "turn off" the employee by the appearance of complexity, by the use of technical jargon, or by seeming to be too prying or demanding.

XYZ INSTITUTION
JOB DESCRIPTION QUESTIONNAIRE

NAME:_____ DATE:_____

DEPARTMENT:_____

BUILDING, ROOM, PLACE OF WORK:_____ PHONE:_____

JOB TITLE:_____ SUPERVISOR:_____

---

1. Description of duties. Please describe your duties in your own words and as completely as you can. Use additional sheet if necessary.

Percent
Of Time

REGULAR DUTIES

_____

PERIODIC DUTIES

_____

OCCASIONAL DUTIES

_____

2. From whom do you receive instructions?

How are instructions received (orally, in writing)?

How frequently do you receive instructions?

How is your work checked or reviewed?

JOB DESCRIPTION QUESTIONNAIRE - page 2

3. Do you supervise other employees? (If yes, list the number and job titles.)

   How do you supervise the work of these employees (assigning, checking, etc.)?

4. State the nature, extent and frequency of contact you have with:

   a. Students:

   b. Institutional staff:

   c. Public:

5. What equipment, machines, tools (calculators, lathe, typewriter, etc.) do you use in your work?

SIGNATURE:_____

JOB DESCRIPTION QUESTIONNAIRE - page 3

Comments by Immediate Supervisor

1. Please comment on employee's statement with regard to any modification, addition or difference in emphasis.

2. What do you consider the most important duties and reponsibilities of this position?

3. What supervision is given this employee in this position?

4. Separating the position from the individual who now occupies it, what are the minimum qualifications required in filling a future vacancy?

DATE:_____ SIGNATURE:_____

****

Comments by College Administrator

DATE:_____ SIGNATURE:_____

APPENDIX D

Example of a Description of Duties

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XYZ INSTITUTION
DESCRIPTION OF DUTIES

JOB TITLE: Janitorial Worker

The following description covers the most significant duties, but does not exclude other occasional work assignments not mentioned.

The Janitorial Worker performs, under general supervision, a variety of janitorial duties. The worker will be expected to:

1. *Collect trash from all offices, classrooms and lavatories and remove from building.*

2. *Clean all offices.*

   Empty wastebaskets, empty and damp-wipe ashtrays. Dust all furniture and horizontal surfaces: desks, tables, chairs, sofas, ledges, files, bookcases, cabinets, hat and coat racks, window sills, baseboards, radiator covers, telephones, fire extinguishers, etc. Clean glass doors, drinking fountains. Wipe up spillage on furniture and floors. Dust mop floors and vacuum carpets completely. Spot clean furniture, walls and doors.

3. *Clean all classrooms and labs.*

   Empty wastebaskets, empty and damp-wipe ashtrays. Clean chalkboards and chalk rails. Dust tables, chairs, desks, sills, ledges, radiator covers, etc. Clean glass and drinking fountains. Wipe up spillage on furniture and floors. Dust mop complete floor. Damp mop as needed. Spot clean furniture and walls. Straighten chairs.

4. *Clean all washrooms.*

   Sweep or police floor if litter is present. Damp dust and spot clean all ledges, walls, doors, sills, radiator covers, dispensers, stalls, cabinets, pipes, etc. Clean mirrors. Clean-disinfect all surfaces -- tops, sides and underneath -- of washbasins, commodes, urinals, all attached hardware and fixtures. Dry chrome hardware to prevent water spotting. On inside of commodes and urinals, use acid bowl cleaner at least once weekly to prevent hardness buildup. Check and fill dispensers. Damp mop floor.

5. *Dust and mop all halls and stairways.*

DESCRIPTION OF DUTIES - page 2

6. *Frequent use of 12-inch, 15-inch, 17-inch and 19-inch floor machines for corridor buffing, floor reconditioning and floor finish stripping.*

7. *Window washing (inside and out) from 4-foot to 6-foot ladder.*

8. *Frequent replacement of light bulbs from 4-foot to 6-foot ladder.*

9. *Perform other duties similar or related to the type described above.*

APPENDIX E

Summary of Grade Levels and Pay Scales at Institution X

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INSTITUTIONAL PAY GRADE LEVELS

SUMMARY OF GRADE LEVELS AT INSTITUTION X

GRADE	*CHARACTERISTICS OF WORK*	*TYPICAL JOB TITLES*
I	Lowest skill and education requirements. Direct and frequent supervision received. Routine and repetitious work. No experience necessary	File clerk Mail clerk (sorting delivering, metering) Janitor helpers Kitchen helpers
II	More skill and aptitude than above: probably high school education equivalent; basic typing. More responsibility for work results More physical exertion in some jobs Explicit but less continuous supervision received Experience not important	Clerk typist I Sales clerk Store clerk Custodian I
III	More technical training and output Work condition factors in some jobs Maybe limited supervision of others as helpers Clerical positions require specialized high school education equivalent, such as business courses 1-2 years experience or equivalent in training For Secretary I, 50-70 typing and shorthand speeds	Clerk typist II Accounting clerk I Payroll clerk I Custodian II Grounds I Watchman Secretary I
IV	More experience required More advanced duties, specialities Only intermittent supervision received In some jobs supervision given to co-workers as a working-leader	Accounting clerk II Payroll clerk II Custodian III (special demands like animal labs, art museum)

INSTITUTIONAL PAY GRADE LEVELS - page 2

GRADE	*CHARACTERISTICS OF WORK*	*TYPICAL JOB TITLES*
V	As applicable to Secretary II: more independent work on behalf of "boss" and may work for higher level administrator than Secretary I 60-80 typing and shorthand speeds Two years of college or equivalent in work experience	Secretary II
VI	As applicable to Head Security and Head Grounds: considerable responsibility for giving supervision and training and carrying out duties independently	Head Security Head Grounds
VII	As applicable to Secretary III: duties of Executive Secretary or Administrative Secretary -- usually the secretary for highest level and busiest administrator 70-90 typing and shorthand speeds Four years of college or equivalent in work experience	Secretary III
VIII	Approximating "trade scale" qualifications and pay	Mechanical foremen or leaders

PAY GRADES FOR CLASSES

Differences in job titles and differences in the use of similar job titles make it risky to present good examples of pay grades as illustrative of the relative values assigned to several different jobs. Empirical evidence at any institution may be a sufficient basis for building up the six to ten grades necessary for non-exempt employees. At one institution, analysis of the jobs of secretaries revealed that the President's secretary was ranked high while all the others were clustered at the low end of the pay scale. There was insufficient range between inexperienced business school graduates and secretaries with several years of experience who had improved their skills and had made themselves increasingly useful yet were not yet ranked at the top. It was evident that three grades were needed, the lowest grade ranking with the second or third level of clerical jobs.

Examples of pay grades are given on pages 3 and 4 of the text. Another is below:

Pay Scales at Institution X (For Grades Summarized Above)

PAY GRADE	*HOURLY*	*$ PER 40-HR. WEEK*
I	2.30 - 2.40 - 2.55	$92 - 102
II	2.55 - 2.67 - 2.80	$102 - 112
III	2.80 - 2.92 - 3.05 - 3.20	$112 - 128
IV	3.05 - 3.20 - 3.35 - 3.50	$122 - 140
V	3.30 - 3.45 - 3.60 - 3.77	$132 - 151
VI	3.55 - 3.72 - 3.90 - 4.08 - 4.27	$142 - 171
VII	4.05 - 4.24 - 4.44 - 4.65 - 4.87	$162 - 195
VIII	4.55 - 4.76 - 4.98 - 5.21 - 5.46	$182 - 218

APPENDIX F

Sample Class Specifications from Institution X

SAMPLE FORMS

Class Specifications - Institution X

SAMPLE I

JOB TITLE: ACCOUNTING CLERK I

Nature of Duties:

Performs clerical and routine accounting functions such as entering information from and to a variety of business and student records to ledgers, control records or journals; summarizing or tabulating same and preparing reports; checking accuracy and completeness of records; receiving and entering payments; handling routine inquiries by telephone or over-the-counter; computing prices, balances, wages, taxes and discounts.

(Loan clerk, payroll clerk, bookkeeper, student accounts, etc.)

Experience and Training:

1-2 years clerical experience; operation of office and bookkeeping machines; simple typing.

Supervision Received:

Explicit directions; follows standard operating procedures.

Supervision to Others:

None.

Education:

High school education or equivalent, with business courses.

Class Specifications - Institution X

SAMPLE II

JOB TITLE: ACCOUNTING CLERK II

Nature of Duties:

Similar to Accounting Clerk I, but handles more complex transactions requiring more technical knowledge of the accounting system and operations of the institution.
Prepares trial balances, routine accounting statements, special analyses and government reports. More contacts with faculty, other offices, students, etc., and may work on collection of unpaid accounts.

(NDSL Loans, Student Accounts, Payroll, etc.)

Experience and Training:

3-5 years experience as clerk and/or Accounting Clerk I.

Supervision Received:

General and intermittent.

Supervision to Others:

May supervise helpers as working-leader.

Education:

High school education or equivalent with strong business training or additional elementary accounting course.

Class Specifications - Institution X

SAMPLE III

JOB TITLE: SECRETARY I

Nature of Duties:

Performs basic clerical and secretarial assistance for an administrator or department head such as: taking and transcribing dictation or transcribing from notes or a dictating machine; typing reports; collecting and summarizing data; receiving visitors and telephone calls for supervisor; organizing materials for the office; handling routine business matters with other departments or outside the institution; and similar office details as assigned.

Experience and Training:

1-2 years clerical experience; typing ability of 50 words per minute and shorthand 70 words per minute. Knowledge of office practices.

Supervision Received:

Specific instructions from supervisor and standardized procedures.

Supervision to Others:

None.

Education:

High school education or equivalent with courses in business practices, typing and shorthand.

Class Specifications - Institution X

SAMPLE IV

JOB TITLE: SECRETARY II

Nature of Duties:

Similar to Secretary I, but handles more responsible duties with independent judgment in accordance with established policies and practices of the department. May develop own work routines. May provide administrative assistance in a department.

Experience and Training:

3 years experience as Secretary I or equivalent; 60-80 typing and shorthand speeds in words per minute.

Supervision Received:

Works under only general supervision and requires only outline suggestions for unusually complex or unprecedented situations.

Supervision to Others:

May supervise clerical helpers or student help.

Education:

High school education or equivalent, with business practices; preferably secretarial school or college background.

Class Specifications - Institution X

SAMPLE V

JOB TITLE: SECRETARY III (EXECUTIVE SECRETARY)

Nature of Duties:

Similar to Secretary II but performs with even more independence and administrative responsibility. Usually works for one of the senior executive officers of the institution.

Experience and Training:

5 years experience as Secretary I and II or equivalent; 70-90 typing and shorthand speeds in words per minute. Important administrative experience, preferably in a college or university setting.

Supervision Received:

Same as Secretary II but may be expected to keep the affairs of the office running during frequent absences of supervisor.

Supervision to Others:

May supervise Secretary I and/or clerical workers, establishing the procedures for the work of the office.

Education:

2 years college plus secretarial courses or equivalent.

Class Specifications - Institution X

SAMPLE VI

JOB TITLE: CUSTODIAN I

Nature of Duties:

Responsible for day-to-day cleaning and housekeeping in an institution's building (or two or more small buildings). Mostly interior maintenance including but not limited to surface dusting; sweeping and mopping; vacuum cleaning and shampooing of carpets; washing walls and windows (including outside of windows); cleaning toilets, bathrooms and showers; observing building mechanical equipment so as to report failures; making minor repairs to fixtures and furnishings requiring simple hand tools; and related housekeeping duties. Occasional floor stripping and waxing and exterior work like grass cutting, raking, snow shoveling and similar yard care around assigned building.

Experience and Training:

None required.

Supervision Received:

Full instructions at start from Custodian II or Housekeeper. General direction for work of the day or for several days, with close supervision for special kinds of work or occasion.

Supervision to Others:

None.

Education:

No requirement.

Class Specifications - Institution X

SAMPLE VII

JOB TITLE: CUSTODIAN II

Nature of Duties:

Responsible for day-to-day cleaning and housekeeping of an institution's building (or two or more small buildings). Mostly interior maintenance including but not limited to surface dusting; sweeping and mopping; vacuum cleaning and shampooing of carpets; washing walls and windows (including outside of windows); cleaning toilets, bathrooms and showers; observing building mechanical equipment so as to report failures; making minor repairs to fixtures and furnishings requiring simple hand tools; and related housekeeping duties. Occasional floor stripping and waxing and exterior work like grass cutting, raking, snow shoveling and similar yard care around assigned building.

Experience and Training:

Two years as Custodian I or equivalent.

Supervision Received:

General and intermittent supervision from Superintendent of Buildings and Grounds and/or Housekeeper.

Supervision to Others:

Supervises helpers as working-leader. Helpers may be part-time, students, or Custodian I.

Education:

No requirement.

Class Specifications - Institution X

SAMPLE VIII

JOB TITLE: CUSTODIAN III

Nature of Duties:

Responsible for day-to-day cleaning and housekeeping of an institution's building (or two or more small buildings). Mostly interior maintenance including but not limited to surface dusting; sweeping and mopping; vacuum cleaning and shampooing of carpets; washing walls and windows (including outside of windows); cleaning toilets, bathrooms and showers; observing building mechanical equipment so as to report failures; making minor repairs to fixtures and furnishings requiring simple hand tools; and related housekeeping duties. Occasional floor stripping and waxing and exterior work like grass cutting, raking, snow shoveling and similar yard care around assigned building.
Assigned to buildings with specialized operations such as Chapel (mechanical equipment responsibilities and public events) or Science Building (laboratory equipment and animal care).

Experience and Training:

4 years of Custodian I or equivalent; capability for handling specialized activities of the building to which assigned.

Supervision Received:

General and intermittent supervision from Superintendent of Buildings and Grounds.

Supervision to Others:

Supervises helpers as working-leader. Helpers may be part-time, students, or Custodian I.

Education:

No requirement.

Class Specifications - Institution X

SAMPLE IX

JOB TITLE: SECURITY OFFICER

Nature of Duties:

Primarily guards institution property. Patrols assigned areas and checks for fire and safety hazards, intruders or any suspicious or untoward circumstances. Aids police officers or college officials in control of crowds, disturbance of the peace, and mischief or misconduct by visitors or students; may be called upon by students for routine assistance, opening buildings, etc.; assists visitors and directs parking. Related duties as assigned.

Experience or Training:

One or two years experience as guard, police officer or equivalent.

Supervision Received:

Receives full instructions initially from Security Supervisor; thereafter may work some shifts alone.

Supervision to Others:

None.

Education:

High school education or equivalent.

Work conditions:

Mostly night work and often alone on duty.

Class Specifications - Institution X

SAMPLE X

JOB TITLE: GROUNDSMAN I

Nature of Duties:

Performs a variety of duties in connection with maintenance of grounds, roads, walks and athletic fields in all seasons; also performs unskilled or semi-skilled labor for all occasions. Uses a great variety of hand tools as well as power mowers, snowblowers and the like. May drive trucks or tractors and operate snow plows and gang mowers. Moves furniture, etc., and sets up for special indoor and outdoor college events. Related duties as assigned.

Experience and Training:

Two years construction or farm work or equivalent. Ability to drive trucks and tractors.

Supervision Received:

Full instructions from Grounds Foreman at start of each season's chores. Specific instructions for new tasks. General direction thereafter.

Supervision to Others:

None except occasional student help.

Education:

No requirement.

Work Conditions:

Mostly outdoor heavy physical labor in all weather.

APPENDIX G

Sample Class Specifications from Institutions Y and Z

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That certain basic jobs are the same from college to college is shown by the similarities in the class specification samples shown in these appendixes. One reason for incorporating in Appendix G similar samples from Institutions Y and Z is to prove this point and thus also, perhaps, make some administrators feel more comfortable about outright copying. Another reason is to show that there may well be slight differences in approach.

Class Specifications - Institutions Y and Z

SAMPLE I - INSTITUTION Y

TITLE: Clerk, Accounting

DEPARTMENT: Cashier's Office

DUTIES

Under limited supervision of a designated supervisor, perform clerical and accounting functions, including accountability of cash and the balancing of accounts in a system.

Specifically:

1. Post to financial records--student and institutional accounts.
2. Receive payment and receipt for same.
3. Assist in auditing and checking accounts including related machine operation.
4. Receive inquiries by phone or over-the-counter and respond to them directly or by referral to appropriate personnel.

QUALIFICATIONS

Required: High school graduation or equivalent with capability in the operation of office equipment.

Preferred: Completion of high school level commercial subjects and one year's experience.

SAMPLE II - INSTITUTION Z Class Specifications

CLERK-TYPIST

SUMMARY

A clerk-typist shall provide strong basic clerical and typing support for the performance of varied office assignments of limited complexity. This person is responsible for prompt performance of routine clerical and typing duties assigned.

DUTIES

This individual is expected to type routine correspondence, form letters, requisitions, lists and tables, file, post information to records, issue equipment or supplies, and act as a receptionist. Periodically one may be expected to tabulate cumulative data, type reports, run errands, act as a temporary replacement for senior clerical personnel, and give out routine information to visitors.

SUPERVISION

A clerk-typist will be given reasonably close supervision on any new or unusual assignment. Moderate supervision will be given on routine tasks.

EDUCATION

A person is required to have a completed high school education or equivalent with some typing training.

EXPERIENCE

Generally experience is not required unless specified by the department.

ACCURACY

The clerk-typist should be capable of typing a minimum of forty (40) words per minute. In addition, it is desired that one have considerable accuracy in the use of office equipment.

SAMPLE III - INSTITUTION 2 Class Specifications

SENIOR CLERK-TYPIST

SUMMARY

A Senior Clerk-Typist shall provide clerical skills for the performance of more difficult, varied duties in the preparation, processing, and maintaining of records and correspondence, in some instances including supervision of a small number of other clerical personnel.

DUTIES

This person may be responsible for any or all of the following duties: record personnel, account, and correspondence information for reports; file; type from letters and reports desired data for reports; review for accuracy vouchers, department records and other matter; and may supervise other clerical personnel.

SUPERVISION

The person will receive intermittent general supervision. The individual may be responsible for frequent supervision of junior clerical personnel.

EDUCATION

A person is required to have a completed high school education or equivalent including, or supplemented by, typing and business practice courses.

EXPERIENCE

It is desired that a person have one (1) to two (2) years' experience with duties and responsibilities comparable to a Clerk. It is necessary that one give evidence outlining the capabilities to perform the additional duties and responsibilities of the position.

ACCURACY

It is anticipated that the person be able to type a minimum of fifty (50) words per minute with complete accuracy. It is also expected that the person be accomplished at compiling, posting, and filing.

SAMPLE IV - INSTITUTION Z Class Specifications

ACCOUNTING - RECORDS CLERK

SUMMARY

An accounting - records clerk is expected to perform various levels of bookkeeping and general accounting functions. This person is expected to keep records of specified detail depending upon the area of assigned responsibility.

DUTIES

The person in this classification is generally expected to perform many of the following duties: examine department accounts, prepare limited financial statements, reconcile bank statements, perform related clerical and accounting work, prepare payrolls, operate office machines as required, handle cash receipts, maintain accounts, and any other assigned duties.

SUPERVISION

The person will receive intermittent general supervision. The individual may be responsible for limited supervision of other clerical personnel.

EDUCATION

It is expected that the person have a completed high school education, preferably in the commercial - business course, or equivalent. Additional training in accounting procedures is helpful.

EXPERIENCE

Depending upon the position, a range of one (1) to five (5) years of experience will be required in the field of the position.

ACCURACY

Accuracy in recording and understanding of accounting detail is essential.

SAMPLE V - INSTITUTION Z Class Specifications

SECRETARY

SUMMARY

A secretary is expected to provide basic secretarial and clerical skills for positions requiring occasional use of shorthand and/or dictating equipment transcription. The person is responsible to perform these routine secretarial and clerical duties for an administrator or academic department head of the institution.

DUTIES

It is typical that a person perform the following duties: take and transcribe dictation using shorthand or transcribing equipment; make appointments; receive and screen visitors; answer and make telephone calls; receive, sort and distribute mail; post bookkeeping information; type letters, reports, forms and other materials from notes or rough drafts; maintain confidential records and files; assemble and organize materials used by the department head in completing work assignments; and answer routine questions.

SUPERVISION

Close supervision by a department head will be given during the early stages of employment or new work assignments. After the learning of procedures, it is expected that detailed instructions are required only when changes in procedure are made or unusual circumstances arise. Limited supervision by a secretary of other personnel may be required although not common.

EDUCATION

It is required that a person be a high school graduate or equivalent with courses in business practices, typing, and shorthand and/or transcription equipment either included or supplemented.

EXPERIENCE

Beyond the educational background stated, on-the-job experience may not be necessary. It is generally preferred that a person have at least one year of experience with duties and responsibilities comparable to those of a Secretary.

ACCURACY

It is necessary that a Secretary be able to type fifty (50) words per minute. When shorthand is required, the rate of dictation should be at seventy (70) words per minute. Accuracy is essential in spelling, business mathematics, and grammar.

SAMPLE VI - INSTITUTION Z Class Specifications

SENIOR SECRETARY

SUMMARY

A Senior Secretary is expected to provide advanced secretarial and clerical skills for positions requiring frequent use of shorthand and/or dictating equipment transcription. The person may be responsible for the clerical or stenographic work of a unit or department. Some of the work is non-standard requiring the employee to work our own production methods and scheduling.

DUTIES

In addition to the duties described for the Secretary, the Senior Secretary assumes more responsibilities coordinating the details of the office; performs more specialized functions or work of a more difficult and demanding nature; or is the secretary to a person or persons holding a higher administrative post.

SUPERVISION

The person should be able to receive suggestions or general outline instructions only when new or unusually complex or unprecedented situations occur. The individual may supervise secretarial and clerical workers engaged in performing routine office details.

EDUCATION

In addition to the basic educational requirements of a secretary, it is desired that a Senior Secretary give evidence of advance courses pertaining to secretarial-office training. It is preferred that one have some business school or college background.

EXPERIENCE

It is required that a Senior Secretary have between one (1) to three (3) years' experience with duties and responsibilities comparable to those of a Secretary. It is necessary that one give evidence outlining the capabilities to perform the additional duties and responsibilities of the position.

ACCURACY

It is expected that a Senior Secretary be capable of typing sixty (60) words per minute and of taking shorthand when required of eighty (80) words per minute.

SAMPLE VII - INSTITUTION 2 Class Specifications

EXECUTIVE SECRETARY

SUMMARY

An Executive Secretary is to provide responsible and complex secretarial and clerical skills for positions requiring daily use of shorthand and/or dictating equipment transcription. The individual is expected to use initiative and judgment to relieve an administrator of many of his routine and administrative matters. The performance of these advanced and complex secretarial and clerical duties shall be rendered to senior administrative officers of the institution.

DUTIES

In addition to the duties described for the Senior Secretary and Secretary, the Executive Secretary is responsible for initiating and coordinating the clerical and secretarial functions required in effective implementation of administrative policies.

SUPERVISION

The person should be able to receive detailed instructions for extremely complex tasks in addition to broad instructions concerning policy and procedure.

EDUCATION

In addition to the educational requirements stated for a Senior Secretary, it is desired that a person have completed a business college program or a two-four year college program.

EXPERIENCE

It is required that an Executive Secretary have between three (3) to five (5) years' experience with duties and responsibilities comparable to those of a Senior Secretary. It is necessary that one give evidence outlining the capabilities to perform the additional duties and responsibilities of the position.

ACCURACY

An Executive Secretary shall be capable of typing seventy (70) words per minute and of taking dictation at ninety (90) words per minute.

SAMPLE VIII - INSTITUTION Y Class Specifications

TITLE: Library Assistant I

DEPARTMENT: Library

DUTIES

Under the direct and close supervision of an experienced library assistant (or a professional librarian), performs routine library work at the beginning, sub-professional level.

Specifically: (typically)

1. Charges and discharges books.
2. Registers borrower.
3. Collects fines for tardy return or payment for lost books.
4. Prepares overdue notices.
5. Sorts and files circulation cards.
6. Types subject headings on catalog cards.
7. Checks in periodicals and sends monthly claims on missing issues.
8. Answers student and faculty questions at main desk or in office area.
9. May supervise student assistants.
10. Does related work as assigned.

QUALIFICATIONS

Required: High school graduation or equivalent, with typing skill (45 w.p.m.)

Desired: Some college work or library experience.

SAMPLE IX - INSTITUTION Y Class Specifications

TITLE: Custodian

LOCATION: Physical Plant or Business Office - Dormitories

DUTIES

Under general supervision is responsible for the day-to-day maintenance and cleaning of a university building (academic or residential) or two or more small buildings.

Specifically:

1. Vacuum, sweep, mop or scrub floors or carpets.
2. Clean, polish and dust furniture and fixtures, including bathrooms.
3. Wash and clean windows and other glass surfaces.
4. Collect and dispose of waste products -- paper, cans, bottles, etc. -- and replenish supplies.
5. Lock and unlock doors of laboratories, classrooms, residential rooms, storerooms, trunk rooms or supply rooms, as instructed.
6. Perform simple repairs including replacement of light bulbs and report items requiring repair or replacement.
7. Perform related duties as assigned.

QUALIFICATIONS

Understanding of cleaning materials and ability to follow oral or written instructions. Physical condition adequate to perform assignments.

SAMPLE X - INSTITUTION Y Class Specifications

TITLE: Groundsman

LOCATION: Physical Plant - Grounds and Roads

DUTIES

Under direct supervision to perform a variety of activities in grounds maintenance and minor construction.

Specifically:

1. Repair and maintain roads and parking lots using such power tools and hand tools as may be directed.
2. Maintain shrubs, trees and flowers including transplanting, cultivation and pruning.
3. Assist in tree trimming or removal.
4. Remove snow from walks and roads and operate hand (or power) tools as directed.
5. Operate power lawn mower.
6. Clean streets, lawns, gutters and catch basins.
7. Perform related work as assigned.

QUALIFICATIONS

Accpetable: Physical ability and willingness to perform work assigned.

Desired: Experience (2 years) in minor construction. High school graduation or equivalent.

APPENDIX H

Definition of Terms

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Definition of Terms

POSITION. A group of tasks that are performed by one person. In any organization there will be as many positions as workers. In an office, for example, there might be four positions of accounting clerk, each of which would be filled by a different individual.

CLASSIFICATION. A group of similar positions. Thus in the above case the four positions of accounting clerk would constitute the classification of accounting clerk in the institution. In any institution there might be only one person or there may be many persons engaged in the same classification of work.

POSITION ANALYSIS. Procedures by which information is obtained concerning the nature and conditions of the work involved in a specific position.

POSITION DESCRIPTION. Summary of the most important features of a position in terms of its general nature and of the type of individual required to perform it in an efficient manner.

CLASS OR CLASSIFICATION SPECIFICATIONS. A more detailed and carefully organized description of all typical features of positions sharing the same classification.

POSITION EVALUATION AND CLASSIFICATION. (Sometimes referred to as job rating and classification.) Systematic effort to utilize position descriptions and evaluate them with the objective of developing and organizing a categorized grouping of positions. (Evaluation itself is an analytical process for determining the relative value of a job in comparison with all other jobs. It correlates the essential factors of a specific type of job with the qualifications necessary for its competent performance. It does not rate the employee's value on the job.) The resultant classification structure forms the basis for wage and salary administration. It provides, at the same time, a basis for determining appropriate promotions and transfers. Classification of various jobs is on a dual basis—i.e., by function and grade of work involved with the latter establishing divisions within the functional classes.

A rate range can be established as a result of the position evaluation and classification process, but the determination of the rate within the established range that will be paid to the employee is another function known as merit rating. Position evaluation and classification rates the position, not the employee.

APPENDIX I

Bibliography

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